



GENERAL TOPICS FOR AWARENESS



CONTENTS

This Chapter consists of Following Sections

1. **Rights of the Child**
2. **UEE and ELL**
3. **Gender Equity**
4. **Inclusive Education**
5. **Critical Pedagogy**
6. **Constructivism**
7. **Multi-Grade/Multi Level Teaching**
8. **State and Central Schemes**
9. **National Policies**
10. **Right to Information, Citizen's Charter**
11. **Dealing with Legal Matters**
12. **Alternative Schooling**
13. **NGO Initiatives in Education in Karnataka**
14. **Karnataka Education Act**
15. **Education for Sustainable Development**



Overview

Education, as you know is an evolving field and it undergoes changes in priorities and functions on a continuous basis. A DIET faculty member needs to know many concepts and strategies concerning education and must continue to acquire new knowledge and understandings. This is particularly because newer concepts and strategies are evolved to address either the existing or newer issues of education. In this section, you would find a set of such topics that every DIET faculty need to have an awareness. It is likely that some of them are known to you already. It is also likely that some topics interest you so much that you wish to develop an expertise on them. What is aimed at here is a general understanding and awareness of these topics. You would agree that the list is not exhaustive and that new topics could be added to them.



Objectives



After going through the general awareness topics and completing the activities suggested, you would be able to:

1. Have a satisfactory understanding of issues, concepts and strategies concerning education in general and elementary education in particular
2. Deal with challenges of pre-service and in-service teacher education more holistically, and
3. Incorporate appropriate strategies concerning various issues

Please send the completed assignments to "drhmksinath@gmail.com", "harivana@gmail.com", "tkrkes@zapak.com" and "kumaraswamy64@rediffmail.com"

1. **Activity Sheet-RIGHTS OF THE CHILD**
2. **Activity Sheet-UEE and ELL**
3. **Activity Sheet-Constructivism**
4. **Activity Sheet-Critical Pedagogy**
5. **Activity Sheet-National Policies**
6. **Activity Sheet-State and Central Schemes**
7. **Activity Sheet-Karnataka Education Act**
8. **Activity Sheet-Right to Information**
9. **Activity Sheet-Alternative Schooling**
10. **Activity Sheet-NGO Initiatives in Education in Karnataka**



RIGHTS OF THE CHILD

You are already aware that any policy on education is meant for the allround deveopment of the child. The child is the pivotal part in any education system. Do you know what are the righs a child has? Visit this website and study the content given.

Web Resources

- [\[\[1\]\] Child Rights](#)
- [\[2\]Children's rights movement\]](#)
- [Rights of children](#)



Media



Do they enjoy their rights?

Do you like to see and hear? If yes, you will find some useful material in the sites given below



[Listen to this speech by a child at the UN Assemy](#) [2]

Also go through 'A Teacher's Trainer' module published by Department of State Educational Research and Training (DSERT) pages 64 to 85. Now you have read the information available on the website. Answer these questions.

1. Why is it important to know the Rights of the Child?
2. While organizing any educational programme how would you give due preference to the Rights of the Child?



Discussion

Discuss with your colleagues about these.

1. Importance of arranging any academic activity to cater to the needs of the child
2. Considering the child as a pivotal factor in fulfilling the needs of the child.
3. Consequences of violating the Rights of the Child.
4. Is it necessary to make the children aware of their rights? What do you think will be the consequences on Student-Teacher relationship?
5. Do you think it is necessary to make the parents aware of Child Rights?
6. Do you think it makes any difference between handling a group of children who are aware of their rights and who are not?
7. How the school curriculum can ensure the protection of child's rights in our schooling system?



Activity

1. List out any three areas where the rights of the child are violated as you have seen.
2. List out the ways the Rights of the child are violated in a classroom/school.

Send the findings of your discussions to

tkrkes@zapak.com



UEE AND ELL

Elementary education has become a justifiable Fundamental Right. The provisions contained in the Constitution of India, insists on providing elementary education to all children. Educational facilities at the primary education stage have expanded tremendously during the post independence period. This expansion has definitely helped in making primary level education more accessible to a larger section of the population. However the large-scale expansion has resulted in the creation of education facilities with widely varying quality in terms of institutional infrastructure, teaching-learning processes as well as the quality of students passing out of these institutions.

Constitutional, legal and national statements for universalization of elementary education

Constitutional mandate, 1950 - *"The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education to all children until they complete the age of 14 years."*

National Policy of Education, 1986 - *"It shall be ensured that free and compulsory education of satisfactory quality is provided to all children up to 14 years of age before we enter the twenty first century".*

Unnikrishnan Judgement, 1993 - *"Every child/citizen of this country has a right to free education until he completes the age of fourteen years."*



What is universalisation of elementary education (U.E.E.)?

Universalisation of elementary education has been long accepted as a pre-condition to socio-economic and political development of any society.

Although this has been recognized as a need of an individual, this need has been given an expression of fundamental right in Article 28 of the Convention on the Rights of the Child. The Constitution of India does not recognize right to education as a fundamental right but has placed it explicitly in Article 45 under the Directive Principles of the State Policy. This

Article places an obligation on the State to endeavour to provide for free and compulsory education to all Children up to the age of 14 years. The International Instruments which have been ratified by India including the convention on the Rights of the Child and the

International Covenant on Economic, Social and Cultural Rights explicitly provide for Right to Education up to the elementary level or up to 14 years of age.

The National Policy on education also emphasizes the responsibility of the State in providing educational facilities to all. However, the legal duties on the part of the State are not clearly stated in the Constitution for the domestic status on education. The remedies in case of violation of the right are also not clearly stated in the present legal frame works other than the remedies available under writ jurisdiction of the Supreme Court and the High Court. The present understanding of compulsory education is limited to right to schooling although the term education means much more than just what is offered in the present school system.

For the statistical data of literacy visit this site

1. <http://www.educationforallinindia.com/page157.html>



Assessment



[Put tick mark for the right answer]

1 If a child goes to School but does not learn:

- (a) It is the child's problem.
- (b) A child's right to education is being violated
- (c) The teacher should be suspended

2 The present legal framework offers only for a provision of the right and does not make it obligatory for the state to provide free and compulsory education. This will

- (a) lead to the actual realization of the said Right
- (b) make the child go to court
- (c) give room for the violation of the right to education

MINIMUM LEVELS OF LEARNING

Universalisation of elementary education has been long accepted as a pre-condition to socio-economic and political development of any society.



Overview

Recognizing the urgent need to rectify the anomalous situation with respect to quality, the National Policy on Education 1986, called for paying immediate attention to:

1. Improving the unattractive school environment, buildings, inadequacy of instructional material, and
2. Laying down minimum level of learning that all children completing different stages of education should achieve.

Thus we see that the need to lay down Minimum Level of Learning (M.L.L) emerges from the basic concern that irrespective of caste, creed, location or sex, all children must be given access to education of a comparable standard. The major focus of the policy formulation behind the M.L.L exercise is upon equity and reduction of existing disparities. The effort is to combine quality concerns with concerns of equity keeping in view the developmental needs of children from the disadvantaged and deprived sections of the society, the dropouts, working children, and girls, who constitute the majority of school going age population in this country, and to whom, in all likelihood, atleast for some time to come, primary education will be the only opportunity for structured learning.

To achieve the universal access:

1. Schools have been set up within walking distance of children.
2. Admissions are not refused.

Steps taken are

1. Holding enrolment drives.
2. Contacting parents of non-enrolled children.
3. Making attempts to enroll all the children.

Even then,

1. some children do not get enrolled in spite of all efforts.
2. some children get enrolled but dropout soon.
3. some children continue to stay do not make progress.

The net result is,

only a partial success or non-fulfilment of our national Resolve. Whose Concern is this?

It is the concern of all

1. Parents
2. Community leaders
3. Social workers
4. Administrative officers and
5. Primary school teachers.



Reflection

As a Teacher what one can do?

1. We can make efforts to enroll all the children
2. We can make efforts to retain all the children in the school till they are 11 years of age.
3. We can make efforts to ensure educational attainment.

While Micro-Planning helps us to achieve universal access-Universal Enrolment and Universal Retention, M.L.L strategy helps us to achieve-Universal attainment. Thus the cherished goal of U.E.E is said to have been achieved only if:

1. Every child has Access to learning centre,
2. Every child is Enrolled to a formal school or non-formal learning centre.
3. The child is Retained in school for five years. In a learning centre for 2 years
4. The child Attains the minimum level of learning (M.L.L)

What are Minimum Levels of Learning?

M.L.L. can be defined in a number of ways. It can be defined with reference to

- * the learners achievement
- * teachers effort and
- * its implications to the society

Teachers gain a clear purpose for their teaching and the students are aware of the results of their learning when they refer to the list of M.L.L. When the parents go through the list of M.L.L, they can appreciate the learning process and facilitate the learning of the child. M.L.L insists upon the achievement (development) of competencies that the level of mastery learning is possible when the child learns through activities (by doing) which is in the form of self-learning.



Definition

The M.L.L consists of three-concepts.

1. Learning
2. Level
3. Minimum

LEARNING is defined by some as a change of behaviour while some others define it as the process of acquiring knowledge, skills, attitude and values.

LEVEL refers to standard for comparing or judging attainment of individuals, groups and

institutions.

MINIMUM means that the quantum of learning also be clearly specified. In a nutshell “Behavioural changes” should be further “Quantified” to indicate a pre-defined “Level of achievement and performance”. In other words M.L.L. can be stated as:

1. expected learning outcomes defined as observable terminal behaviours.
2. learning competencies expected to be mastered by every child by the end of a particular class or stage of education.
3. terminal competencies, each of which can be further delineated in-terms of sub-competencies while specifying the content inputs, while designing specific measures of learning.
4. statements those are in terms of competencies at the mastery level to improve quality.

Why MLLs?

M.L.L. aims at improving the quality of primary Education. Since the quality has a direct bearing on the child, M.L.L. aims at improving the capacities of the child to learn better. M.L.L also aims at improving the quality of teaching and learning. It introduces a sense of direction in teaching and expects greater accountability on the part of the teacher.

When it comes to learning it sees that children should reach an essential level of learning during the primary education course which eventually enable them to understand their world better and function as useful adults in the society.

It provides the head of the institution with a tool for programme formulation for school improvement. M.L.L in the form of competencies serve as goal and objectives, to be achieved by all learners irrespective of caste, creed, sex or religion.

In operational terms 80% of the children should master at least 80% of the prescribed competencies. This is considered mastery learning.

M.L.L competencies were introduced to reduce a teacher’s dependence on one textbook. However, if the competencies are not clearly defined, or partially understood by the teacher, her dependence on the textbook will remain absolute, and the primary objective of introducing M.L.L will be lost.

For teachers to understand M.L.L competencies, exposure to the concept is required. Therefore initial training followed by recurrent retraining of the persons involved is a must to view the whole strategy of quality improvement in primary education and to participate in the crusade against illiteracy. The realization of competencies as a mastery level should be brought about by providing joyful activities to the children in the school. The activities should be attractive enough to involve the child in it. The monotony should be broken and new and interesting learning activities should be created every time. This ensures freedom for a teacher from the textbook.



The Quality Issue in MLL

The emphasis on quality leads to three important factors:

1 Laying down of well-defined levels of learning is expected to introduce a sense of direction and a greater element of accountability in the system.

Without a clearly defined set of criteria for measuring student's progress, teachers may lose sight of their goals. The very purpose of education will be lost. Therefore whether the teaching-learning process has developed the innate capabilities of the child, should be our first priority. Regular attendance and completion of syllabus are of secondary importance. That is why the objectives must be clearly stated and the minimum level of learning that all children must achieve at a given stage of education must be clearly defined.

2 Secondly M.L.L is expected to provide an effective tool for programme formulation for school improvement.

Better buildings, more equipment and qualified teachers are necessary for the improvement of schools. These are the inputs to increase the outputs in terms of pupil achievements. But when it comes to quality of a school or educational system what we should focus upon is the output, i.e., the performance capabilities of its students. In other words we have to first define the measure of output in the form of the expected standard of achievement practically by all children.

3 The third factor is that the M.L.L strategy should help the learners attain minimum level of learning.

It is seen that many school children even after spending five years in school do not possess essential competencies. Then there are many children who do not get the opportunity to continue education beyond the primary education stage. Therefore what they learn here must sustain them throughout their lives. That is why we must improve the quality of primary education. And it becomes imperative that all children, irrespective of the background they come from and the condition of the schools they attend, reach a minimum level of learning before they finish primary education. That would eventually enable them to understand their world and prepare them to function in it as literate, socially useful and contributing adults.

Criteria to determine the quality

Competencies (Particular element of learning acquired by learner which only the school can provide)

Mastery level (80% of the students should master at least 80% of the prescribed competencies) are the two important elements that determine the quality of Primary education. What are the salient features of Competencies?

1. The statement of competencies should be based on processes rather than content and should be indicative of activities to be conducted.
2. The identified competencies should have functional value and relevance for the children for whom they are intended.
3. The competencies should relate not only to the cognitive but also to the psychomotor and the affective domains.
4. Any overlap or/and repetition should be avoided unless necessary and competencies should be stated in clear and simple language.
5. Competencies should form a continuum but, should also be graded i.e., competencies of class I are to be carried forward through class II to V.

Example: Statement of M.L.L in language (Mother tongue)

Mastery level of learning is achieved when the child masters competencies by learning through activities (by doing), which is in the form of self-learning.

The curriculum issue in MLL

Every curriculum attempts to modify the various domains of development of the learner. It lays down specific educational objectives and the corresponding learning outcomes expected on the part of the learners. Usually these are defined with reference to targets of educational achievements under ideal conditions of learning, enabling the learners to fully realize their inherent potential and engage in socially useful life. The outcomes of learning expected should be based on the maturity level of the learner especially during the initial years of elementary education.

The aims of M.L.L as stated earlier are primarily to improve the quality of primary education. This in turn involves improving the capacities of the child, and also the quality of teaching and learning strategies.

Therefore, laying down minimum levels of learning should be viewed as part of a larger curriculum reform endeavour attempting to move towards greater relevance and functionality in primary education. The implications of this exercise are.

1. lightening the curriculum of its textual load and also the burden of memorizing unnecessary and irrelevant portions.
2. leaving room for the teacher to relate textbook information and objective reality into a meaningful process of understanding and application.
3. ensuring the acquisition of basic competencies and skills to such a level where they are sustainable, and would not easily allow for relapse into illiteracy.
4. permitting mastery learning not only by the brighter students in the class but also by almost all children, including first generation learners.

Formulating M.L.L

The two basic considerations while formulating M.L.L. are:

1. The capability of the child to know and understand depends upon its age.
2. It is necessary to provide suitable and effective environmental conditions for learning.
3. Children at the primary stage of education are in the age group of 5+ to about 10. This is a period of stability and consolidation and is characterized as a period of pseudo-maturity. Children at this stage delight in sensory experiences and as learners they are self-learning propelling and creative. As such they need pleasure and not pressure. As such guidance and direction rather than dictation. To the learners, learning should be out of activity methods of teaching and learning involving direct experiences, learning by doing and learning by living is ideally suited for children at the primary level.

When we talk about the age of the child what we should take into consideration is “**the developmental tasks**”. It is a concept introduced by R.J. Havighurst of the University of Chicago.

What is a developmental task?

“It is a task or skill or a behaviour pattern which arises at or about a certain period in the life of the individual, successful achievement of which leads to happiness and success in later tasks, while failure leads to unhappiness and difficulty with later tasks.”

These tasks are essential to personal social adjustment at those ages and each cultural group expects its members to acquire these. For example, all children are expected to master the 3 skills namely reading, writing and counting, during their elementary years.

Havighurst has listed the following developmental tasks for middle childhood. However it must be remembered. These may not be pertinent to our culture system and life values as many such tasks have a cultural bias.

Developmental tasks of middle childhood

1. learning physical skills necessary for ordinary games.
2. building wholesome attitudes towards oneself as a growing organism.
3. learning to get along with age mates
4. developing fundamental skills in reading, writing and calculating.
5. developing concepts necessary for everything living.
6. developing conscience, morality and a scale of values.
7. developing attitudes towards social groups and institutions.

These aspects should be remembered while formulating M.L.L

Providing suitable and effective environmental conditions refers to external conditions, that is, classroom atmosphere.

The classroom atmosphere should be child centred or child-oriented i.e., the children should be active participants in the process of learning. The children should experience the joy of learning by doing (activities or tasks)

The content should also be conceptualised. It should relate to the child's life situations and culture.

The **role of the teacher** is also important in creating a conducive atmosphere for the learners. The teacher should only guide and direct. He/she should not be an instructor or a dictator. In a dictatorial atmosphere learners will only be passive recipients of information, often of little or no pragmatic value. Such a system is counter-productive as it completely ignores the nature and the needs of pupils.

Teaching-Learning strategy is yet another aspect that we should focus upon. It should be activity based. A variety of interesting activities in the form of peer group discussions, story-telling, quiz competitions, riddles, mental activity (in working out sums) debates on social issues etc. can be organized for making learning (be it language, mathematics, or environmental studies) a joyful activity.

Some basic features

Specification of M.L.L's should meet the purpose of improving learning attainments and serve as performance goals for the teacher and output indicators for the system. For this, the M.L.L must have, apart from relevance and functionality, the attributes of achievability, understandability, and evaluability.

Achievability

Achievability refers to learning objective that should be achievable by all learners. For this it is necessary that ;

1. The learning objectives should serve as performance objectives and goals. It should relate to the life situations of the child and the actual levels of achievement in the class. Only then will the teachers be able to help learners to achieve the objectives.
2. The curriculum objectives should ensure learning upto mastery level by every child in the class. The endeavour should therefore be set attainability so that the class as a whole works towards mastery of these M.L.L in operational terms. 80% of the children should master at least 80% of the prescribed learning level. This is considered as mastery learning.
3. Since achievement levels vary widely with school conditions, socio-economic factors etc., there must be flexibility in implementation. What is achievable in Delhi schools may not be possible in Raichur schools.

Understandability

In order to function, as achievement targets, the M.L.L's must be spelt out in simple enough terms so as to be understandable to all these concerned with the academic growth of the children. There are teachers and non-formal education (NFE) instructors staying in remote rural areas and working in isolation without proper guidance or interaction. Therefore the curriculum developers, text-book writers and educational administrators should see that the

documents that would guide the primary teachers or the text-book meant for teaching should be written in a language and form that are easily understandable. It should be effectively communicated to the teacher, student, parent and the community. Only then is the purpose of education achieved.

Evaluability

The success of any educational programme solely depends on the extent its goals and objectives are achieved. Any such programme focuses only on the learner and the learner's level of educational attainment serves as a yardstick to measure the success of any programme. And evaluation is the only means, which helps us to know the learning states of the children. For the evaluation to be effective, teachers should know more clearly about expected outcomes in the course they teach. Educational administrators should have the system of tests of learners, the instruments to appraise the performance of institutions and teachers too. And for this M.L.L has to be set in evaluable terms specifying the competencies to be mastered under each learning unit from class I through class V. This would permit the construction of criterion-referenced tests by the teachers. Results of such tests based on the M.L.L's will also help the teacher to identify which specific learning outcome or competency has not been mastered by the learner, so that teacher can help the learner to relearn the clusters of competencies representing specific unit. They can also prepare correctives for remedial instruction quite precisely.

This is what evaluability is, which is one of the basic features of M.L.L

Cognitive, Affective and Psychomotor areas of learning

We can distinguish certain aspects of human development such as physical and physiological (bodily) development, with which are related to loco-motor and skill developments (psychomotor) intellectual development (cognitive), emotional development (affective) and social development. These cut across and continually proceed through the various stages of development such as infancy, childhood, adolescence and adulthood. These aspects of human development are interdependent and inter-related, reciprocally initiating as well as influencing each other. Accelerated or retarded development in any one sphere is bound to have repercussions in the others. This integrated aspect of human development is basic to teaching children. It is the "whole child" who comes to the school, nor merely its intellectual segment. The educational goals of "wholesome personality development", "self-actualisation" etc. stresses the need for a holistic approach to the education of pupils.

Psychomotor skills

Direct movement of the body and its parts is called *motor abilities or skills*. After birth, motor development is marked and is characterized by gradual increase in strength, flexibility and speed, balance and co-ordination as well as endurance of the child.

The motor skills are sub-divided into "**loco-motor skills**" like walking, running and climbing and manipulative skills in which objects are handled with dexterity. Normally, by about 5+ or 6 (primary stage of education) children possess many loco-motor skills. Norms

have been evolved for the development of such motor skills as jumping, hopping, skipping, ball throwing, ball catching, speed of reaction, threading beads etc.

"Manipulative skills" develop out of basic motor abilities. These are referred to as **"Psychomotor skills"** by Benjamin Bloom. Manipulative skills include precision of control, co-ordination of many limbs, speed of arm movement, dexterity of fingers, arm steadiness, aiming etc. Both maturation and learning are involved in skill acquisition.

In the teaching of skills, the following suggestions can be utilized.

1. Correct patterns of movement should be emphasized even from the beginning.
2. Help and guidance may be needed by the pupil at the start to have the feel of correct movements but this should be gradually lessened to lead to self-reliance.
3. The student should be made to attend to the total act of the skill but when needed training may be given in specific responses.
4. Accuracy more than speed should be stressed in the beginning.
5. Learners should be motivated, because motivation is vital for the acquisition of skills.
6. In giving practice to the skill learnt, spacing of practice periods is important.
7. Transfer from prior learning also plays a part in skill acquisition; and skills once learnt are retained for extra-ordinarily long periods of time.

Cognitive skills

When we compare the child as it leaves the school with what it was when it entered it, the most striking aspect of development, apart from the body, is the rapid development of its intellect. Intellectual development is also referred to as cognitive development, which is a vital aspect of education. Cognitive development refers to the gradual growth in what are called cognitive abilities (ability to attend, to perceive, to discover, to recognize, to imagine, to judge, to conceptualise, to remember, to learn and to indulge in meaningful speech) and also to consequent growth in knowledge and adjustment to the environment. Broadly speaking cognitive development of children can be fostered by a stimulating home and school environment with a lot of scope for free self-activity and opportunities for varied sensory experiences.

Emotional development (affective domain)

Emotional development, like other aspects of development is gradual. Both innate maturational factors as well as learning play a part in the development. Emotional development is linked with other areas of human development like physical, intellectual and social. Art retardation, undue acceleration or abnormal deviation in these areas would inevitably influence normal emotional development resulting in frustrations, conflicts and imbalance in behaviour.

Emotion and Education

Education is not only to train the intellect of pupils, but should also enable pupils to develop emotional control and maturity, which are important for mental as well as physical health. Proper emotional development prepares the individual to appreciate the pleasurable aspects of emotions and to cope up with unpleasant emotions in a constructive manner. This of course, does not mean that the young child should be protected from all unpleasant situations.

What is stressed in reasonable prevention of unreasonable fears, angers, jealousies etc. The child should learn to tolerate frustrations so that habits of aggression do not develop.



Towards a scheme of learner evaluation

A sound evaluation programme if carefully designed and effectively implemented as an integral part of an overall educational programme, can be of immense value in maintaining and enhancing the quality of learning.

While developing an effective system, (the following issues among others should be paid particular attention) we should pay particular attention to the following issues:

1. Prerequisites for following the system of automatic promotion at the initial stage of learning.
2. The need for emphasizing mastery learning at the basic stage of education - the question of quality coupled with equity.
3. A balanced view of learning and evaluation in respect of cognitive, affective and psychomotor aspect of development.
4. Accountability of the education system and its functionaries as reflected in the actual achievement of learners.

Cognitive, affective and psychomotor learning

Primary education should include not only the acquisition of knowledge and mental skills but also healthy work habits. Cleanliness, co-operation and such other personal and social qualities that form character and personality. The cognitive elements such as knowledge and mental skills are relatively easier to assess. But the other aspects are either altogether excluded from the evaluation process or they are not given adequate attention. Simple and manageable means of assessment of affective and psychomotor aspects of growth must be included in a comprehensive evaluation scheme. Much of this should be based on observation techniques aimed at helping children in acquiring valuable personal and social behaviour and in cultivating healthy habits for their well-being.

Accountability of the education system

The accountability of individual schools, school system and their functionaries should depend on the ultimate criterion of education, namely, student achievement. For this, what is required is competency-based evaluation. In such an evaluation system, each competency constitutes an expected performance target and each cluster of competencies lends itself to unit testing and formative evaluation. Besides summative evaluation, achievement surveys and other measures should also form a part of an overall comprehensive scheme of evaluation to determine accountability and efficiency of institutions and their functionaries

and to make decisions by administrators, planners and policy-makers based on actual achievement data.

In the light of the above-mentioned facts what emerges is that a competency-based evaluation system should be followed as part of the M.L.L approach to improve quality together with equity. As M.L.L's are defined in terms of expected attainments of competencies, these competencies themselves should become the basis of developing evaluation tools and techniques, analysis and interpretation of evaluation data and other such procedures.

In short the whole evaluation procedure focuses on students/learners achievement. And it is the teacher who is the closest to the learner. Therefore evaluation of the result of teaching as well as the process of teaching-learning is absolutely necessary for a teacher.

Assisting teachers & supervisors in strengthening evaluation procedures

The following are some suggestions made in assisting teachers and supervisors in strengthening evaluation procedures.

1. Development of battery of tests for each of the competencies.
2. The test item could be non-conventional activities
3. Supply of test items to teachers and supervisors
4. Orientation to teachers in using the test items for continuous and terminal evaluation.
5. These test item could be modified from time to time and standardized during course of time.
6. The final stage would be to evolve local specific activities based on criterion referenced test items.
7. Helping teachers to share their evaluation materials, teaching learning aids, remedial exercises etc.
8. District wise and state wise achievement surveys to be conducted from time to time in different subjects for different classes. The evaluation results should be made known to teachers so they can bring about the necessary modifications in their instructional programmes.



Reflection

One day a potter was driving his cart to market to sell his pots. A pot fell off the cart and landed on some grass near the road.

A fly came along and saw the pot. She decided to live in it. Then a frog came along and decided to live in the pot with the fly. Soon afterwards a mouse came along the road, she decided to live with the fly and the frog.

After a short time a rabbit passed by. She thought it was a nice house to live in so she moved in too. The next morning a fox arrived. He too decided to live in the pot with the fly, the frog, the mouse and the rabbit.

In the afternoon a bear came along the road. "What a nice pot to sit on!" he thought. Slowly

he sat down on the pot. He crushed it to pieces. The five friends ran away before the bear could catch them. “What a pity,” they said, “It was such a nice pot to live in!”

Which class is this material suitable for?

What competencies would you develop while using the above content?

One need not depend on the textbook material to develop the competencies listed for each subject and each class. Especially at the primary level, the curriculum is so designed that the content is available in one’s surroundings, where as in secondary schools, the screw gauge, oxygen preparation apparatus are available in the laboratory. There is lot of mathematics in the kitchen, a big vocabulary list within the range of a child’s experience and environmental concepts within the jurisdiction of school and home. Thus, a teacher has the opinion of adapting/selecting/using the content outside the textbook. This brings variety in the classroom. The teacher’s benefit in such situations is the freedom to select, the creativity of designing, the challenge and pleasures of Innovation. For children this methodology provides novelty, ensures relevance, motivates learning, and gives a conviction that learning material is available all around and hence learning is not difficult. One can learn without a book! The curriculum for environmental studies divides the content into five major areas as shown in the following web.



Summary

This section dealt with the following:

1. Universalization of elementary education is the goal of the education system.
2. UEE has four major components, i.e., universal access, universal enrolment, universal attendance and universal attainment.
3. MLL is a way of achieving universal attainment.
4. MLLs are the competencies to be developed in the child. The presumption is most of the children can master the competencies, If taught in a suitable manner.
5. Learning is holistic & contextual therefore teaching should follow the pattern.

MLL oriented teaching renders itself for learners as well as system evaluation. Developing competencies in a child does not require uniform standardised teaching learning materials.



Reading

You may like to read this document on the Minimum Levels of Learning for a detailed

understanding of the concept and its scope in elementary education. **The MLL Document**

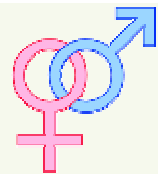


GENDER EQUITY

This section deals with the gender perspective in education.



Overview



Think that by 2030 around 30% more females will be working than their male counterparts.

Think that with 50% of male contribution we have come to this scientific age. If the other 50% of the females (some times emotionally better than the males) who have been suppressed would have been contributed to this world what would have been our position?

Now a days, we should not be giving any chance to discriminate on the gender basis. Male and female are working together and living in the same society. Biological difference is the only change except which there is nothing exist. All male members are not strong enough, and all females are not too weak. We can not divide and separate work for the male and for the female. Assigned work can be completed by them on their capacity. For example .. A Bihari woman can do any kind of hard work, A Punjabi woman can lift any heavy things like a man.



Objectives

After reading through this material and undergoing training you'll be able to

1. Understand the concepts in gender perspective in education.
2. Analyse the women's status in the different institutions.

3. Relate women's status to development.
4. Bring small changes in the system to eliminate discrimination, and
5. Empower the women folk.

SHARE THE SEX AND GENDER ISSUES WITH YOUR COLLEAGUES.

WHAT IS GENDER PERSPECTIVE IN EDUCATION?

Now a days one reads a lot about women, gender, equality, empowerment and development in news papers, magazines, posters and pamphlets. The wide spread usage of these terms has not provided the conceptual clarity. Each one derives meaning according to one's own perception. Therefore it is very essential to understand each of these terms and it's connotations. The word "Gender" co notates "sex" to those who are neither aware nor read about "women's issues". But they have different meanings. "Sex is the biological difference between male and female. This difference is not 100% universal but varies by religion, culture, class, race, caste, ethnicity, nature of State and Public policy. The gender relations between men and women to a large extent determine the degree of differences in the different groups. For example, in lower caste group, mobility of a woman is acceptable but in a higher caste group, mobility for woman is not acceptable and hence the attitude is "women should be protected". Because they are weak, they might be molested and so on and so forth. In this way many differences between men and women are socially constructed. To summarize;

These socially constructed differences are expressed through our language, play, beliefs and practices, proverbs, rituals, literature and media. These expressions are passed on from generation to generation and are rarely distorted, though there are no written rules regarding them. These conceived differences between men and women, are rarely/seldom violated. Thus male roles and female roles are established. This continuity over the years gives credibility to their perceptions. The social differences that are by and large, uniformly constructed are as follows.

- Women are physically weaker than men.
- The hormones in the female sex make them soft and emotional.
- Since they give birth to children they are more suitable to raise and nurture children.
- They have nimble fingers and hence can do delicate work.

There is no rationale behind these differences. Men and women reflect biological similarity in a greater degree than the biological difference. The similarities are in the process of birth, death, ageing, and in their response, to hunger, thirst, and sickness. Except the reproductive function all other functions are the same.

What is Women's Status?

- In view of these perceived differences, there is no equality between men and women in our society, well, in most of the societies in this world. Our perceptions compel us to discriminate between males and females. Equality is the equal distribution of the resources between men and women. 'Resources' range from a 'whole meal' to 'property'. The variation has a close correlation to socio-economic condition of the

person. For a hungry and starving person, 'food' is the Resource and not so much the 'dresses. For a person with a full stomach "Dress" could be a resource. "Equality" can therefore be defined as 'a status' either in private life or public life. – Where in the available resources are equally distributed between men and women.

- Women constitute nearly 50% of the population but still they do not get a fair share and thus are deprived of an equitable status. According to the world encyclopaedia published by oxford university press, 2/3 of the worlds work is turned out by women but only 1% of the worlds wealth is registered in the name of women.
- The discrimination made between the two sexes, commences from birth and continues after death too.



Web Resources

You may like to visit this site

- [\[1\] Gender Equity](#)



Feedback: How many more gender roles were you able to identify? Keep adding to your list whenever you find a new role of each.

PLEASE GIVE YOUR FEED BACK TO

Hariprasad G V - harivana@gmail.com



INCLUSIVE EDUCATION



Objectives

After reading the material and undergoing training you will be able to

1. appreciate the needs of disabled children in a classroom
2. List the types of disabilities and the matching curriculum adaptation.
3. Device mechanisms in the training programmes to enable the teachers fit into the role.
4. Develop proper perspective with regard to disabled children & internalise this focus in all activities they undertake.

What is it all about?

Since independence, year after year the goal of UEE is set, but never achieved so far. One doesn't realise that millions of children in this world are victims of genetic disorders. This "disorder" often puts the victims into a very disadvantageous position, not merely because of the "disorder" but due to lack of proper understanding by the others/all. Education for all, means, the system should bring all the category of the children in the age group of 6-14 years into the school fold. No one can be denied. In this context, efforts are being made to integrate children with the "disorders" into the school system and facilitate learning by making curriculum adaptation.

This "facilitation" calls for a systematic planning with regard to children teachers, teaching learning material, classroom management and material management, starting from classroom to state level. The training institute (DIET) at the district level plays a prominent role in promoting elementary education in terms of quantity, quality and equity.

Type and levels of Disabilities

The disabilities can be broadly classified into the following categories. These categories can be further classified on the basis of level of problems and type of problem.

(i) Visual Impairment

- (a) Refractive errors-short sight or long sight.
- (b) Partial vision or low vision. who have difficulty in reading print even after wearing spectacles.
- (c) Totally blind.

(ii) Hearing Disabilities

- (a) Slight hearing loss - (26-40db) decibels.
- (b) Mild hearing loss - (41-55 db) decibels.
- (c) Moderate hearing loss (56-70 db) decibels
- (d) Severe hearing loss (71-90 db) decibels
- (e) Profound hearing loss (91db or more) - Hearing aid does not help

(iii) Mentally Retarded

- (a) Slow learners - (I Q 75 to 89 IQ)
- (b) Mild mentally retarded (IQ 60-65 to 70-75 IQ)
- (c) Moderate Mentally Retarded. (IQ 35-40 to 60-65 IQ)
- (d) Severely retarded (IQ 20-25 to 30-35 IQ)
- (e) Profoundly retarded (IQ 20-25 and below)
- (a) Slow learners - (IQ 75 to 89 IQ)
- (b) Mild mentally retarded (IQ 60-65 to 70-75 IQ)
- (c) Moderate mentally retarded (IQ 35-40 to 60-65 IQ)
- (d) Severely retarded (IQ 20-25 to 30-35 IQ)
- (e) Profoundly retarded (IQ 20-25 and below)

(iv) Physically Handicapped or Orthopedic Handicap

- (a) Polio of hands or legs (Upper or lower limbs)
- (b) Central nervous system disorder (cerebral palsy, Epilepsy)
- (c) Congenital malformations of limbs (e.g. Spinal bifida, or Club foot, or bow legs)
- (d) Diseases of the muscular skeletal system.
- (e) Muscular dystrophy or wastage of muscles in arms or legs.
- (f) Rigidity of joints - due to Rheumatoid arthritis.

(v) Learning Disabilities

- (a) Reading disabilities (dyslexia)
- (b) Disability to comprehend or speak - Dysphasia
- (c) Writing disabilities - Dysgraphia
- (d) Arithmetic disabilities (dyscalculia)
- (e) Disability to express orally - aphasia
- (f) Disability to read or write printed matter - Alexia

(vi) Speech Disabilities

- (a) Stammering - Difficulty in pronouncing certain Sounds.
- (b) Stuttering - Fluency in speech lacking
- (c) Voice Disorders - Cannot control pitch, loudness
- (d) Articulations - Problems, Omissions, and Substitution of words.

(vii) Chronic Health Problems

- (a) Congenital heart problems - viz Mitral stenosis
- (b) Chronic bronchitis and asthma
- (c) Juvenile diabetes
- (d) Tuberculosis

(viii) Emotional Disturbance leading to Behavior Problems

- (a) Attention deficit disorder (hyper activity)
- (b) Aggressive/Violent behavior
- (c) Hyper active - or Hypoactive
- (d) Anxiety disorder
- (e) Shy and withdrawal tendencies
- (f) Depression
- (g) Conduct disorders
- (h) Obsessive-compulsive disorder
- (i) Phobia-fear of darkness, heights or depths.
- (j) Psychosis.



Activity

Activity 1.

1. why we need to Integrate children with these disabilities in regular schools?
2. Which are the degrees of disability need to be integrated and why?

Eg: can we integrate mild, moderate or severe and profound

Identification of children with disabilities

Hearing Impaired	<ul style="list-style-type: none"> a) Identification Checklist b) Audiometric Test c) E.N.T. surgeon
Visual Impaired	<ul style="list-style-type: none"> a) Identification Checklist b) Shellen Chart c) Ophthalmologist for refractive errors and correction.
Mentally Retarded	<ul style="list-style-type: none"> a) Identification Checklist b) Progress in school
Learning Disabled	<ul style="list-style-type: none"> c) I.Q. Test administered by a clinical Psychologist d) Developmental Pediatrician and neurophysician
Speech problems	<ul style="list-style-type: none"> a) ENT Surgeon b) Speech pathologist/Therapist c) Audiologist
Health Problems	<ul style="list-style-type: none"> a) Physician b) Chest Physician c) Pediatrician
Emotional Problems	<ul style="list-style-type: none"> Psychologist/Child psychiatrist a) Orthopedic Surgeon
Physicall or Orthopedic Problems	<ul style="list-style-type: none"> b) Physiotherapist c) Neuro Surgeon d) Neurologist

Special needs of children with disabilities

Disability	Medical Need	Educational	Social
1. V.I. (as per degree of	<ul style="list-style-type: none"> - Correct - Glasses or corrective - Seating arrangement - Vitamin supplements - Medication etc. 	<ul style="list-style-type: none"> - Big print - Proper lighting - Use of lens - Cassettes, tapes (recorded) 	Participation in all school activities

Visual Impairment)		- Braille - Abacus - Adaptations in teaching - Use of Scribe	
- Surgery		Orientation and mobility or cane training	
Total Blind	Consult ophthalmologist for a advice		
2. Physically Handicapped	- Consult orthopedic surgeon for corrective appliances for mobility - Physiotherapy - Neurologist for neurological problem	- Auditory aids, - Seating arrangements, - Prevention of barriers adapted	Participation in all social activities
3. Learning disability	Consultant psychologist and neurologist	Special or remedial reading, writing - Special teaching technique.	Participation in all social activities
4. Mentally Retarded or Intellectually impaired	Psychologist and special education	- Individualized - Seating arrangement	Participation in all social activities



Activity

Activity 2.

1. List the needs of each type of disabled
2. Discuss how their needs can be met in a regular class room at middle school level

What is Special Education in relation to I.E.D. and Inclusive Education?

1. Special Education is modification of school or educational services to meet the special needs of Disabled children.
2. Disabled children deviate from the normal either socially, intellectually or physically due to their handicap. Therefore, it is a special Educational arrangement in teaching to meet their deficiency in Academic work, Communication, Social and mobility skills.
3. I.E.D. is extending equal opportunities for Education to Disabled children, which are appropriate to their special needs, in a least restrictive environment, along with other children, in a regular school, so that they grow and develop like the other children. It needs the supportive services or a Resource Teacher.

4. Inclusive Education views disabled children as a part of the whole school system, right from enrolment. They are there in their respective community. It is a strategy to develop teaching and a methodology of teaching, using special Instructional material to reach all children, and not particularly any group. It provides options in such a way where all children can learn viz. teaching is planned and presented in such a way to reach all.

Note: Major care should be taken to see that

1. Children do not move down wards in the cascade
2. Children are sustained at level 7 and 6
3. Children move upwards in the cascade
4. Move from level 1 upwards-one at a time, as soon as possible.

Strategies of meeting the special needs of children with disabilities

The following strategies are useful in meeting the special needs of children with disabilities.

(a) Reducing the deviation

This can be achieved in two ways - reducing the defect/disability and reducing the visibility of the defects.

(b) Reducing the disability

This is possible through the following strategies.

- (i.) Practice - copy writing, speech training, remedial instruction etc.
- (ii) Substitute learning-use of left hand if right hand becomes deformed. Lip reading if unable to develop speech, braille learning, type writing, if unable to write by hand etc. (Devices which help in improving functioning)
- (iii.) Functional prosthetics – magnifying glasses for the children with partial sight, hearing aid calculators, if unable to compute, braille type writer, alphabetic chart for those who forget the shapes of the letters etc.

(c) Reducing the visibility of the defect:

This is helpful in developing positive attitude towards the children with physical defect. The visibility of the defect can be reduced through the following strategies.

Use of the cosmetic prosthetics; Use of artificial limbs which are not functional, wearing black glasses by blind person, transparent hearing aid. Etc. Compensatory learning; proper body posture control learning appropriate social manners etc.

(d) Changing the environment: Manipulation of the environment is also very much essential in meeting the special needs of children with disability. this involves

1. Alteration of physical environment, and,
2. Alteration of the social environment.
3. Alteration of the physical environment has two important objectives
 1. Improving responses-Removing architectural barrier so that mobility is eased, adaptation in the house hold articles so that day to day activities can be carried out without much difficulty, adaptations in the communication devices. like videophone for the deaf, talking machine for the blind etc.
 2. Improving stimulus large print book for the partially sighted, proper placement in the class for the deaf avoiding distraction for a child with concentration problems etc.
4. Alteration of the social environment - through parental guidance and Counselling Orientation to the peers, public awareness programmes teacher training programmes.



Activity

ACTIVITY 3

1. What is the orientation that all teachers would require in an inclusive school?
2. How can learning material cater to the needs of the child?

Role of teachers in meeting the special needs of children disabilities in the inclusive schools

The role of teachers in meeting the special needs of children with disabilities vary from one disability to other. However there are certain common roles. They are listed below.

1. Identification of the children with disabilities in the classroom.
2. Referring the identified to the experts for further examination and treatment.
3. Accepting the children with disabilities.
4. Developing positive attitude between normal children and disabled children.
5. Placing the children in the classroom in proper places so that they feel comfortable and are benefited by the classroom interaction.
6. Enabling the children with disabilities to avail the facilities provided for them under IED scheme.
7. Removing architectural barriers wherever possible so that children with disabilities move independently.
8. Involving the children with disabilities in almost all the activities of the classroom.
9. Making suitable adaptation in the curriculum transaction so that the children with disabilities learn according to their ability.
10. Preparation of teaching aids/adaptation of teaching aids which will help the children with disabilities learn.

11. Parental guidance and Counselling and public awareness programme through school activities.
12. Acquiring competencies which are essential in meeting the needs of the children with disabilities.
13. Cooperating with resource teachers if resource rooms are available.
14. Collaborating with medical and physiological personnel social workers, parents and special teachers.
15. Providing scope for cooperative learning among disabled and normal children.
16. Conducting case studies and action research related to the specific problem of children with special needs.
17. Construction of achievement and diagnostic tool.
18. Adaptation in evaluation for children with special needs.
19. Nurturing the talent among children with disabilities.
20. Providing remedial instruction to the children who require it.

The teachers can perform the above roles only when essential competencies are developed among them. This calls for intensive training of the teachers with adequate practical component.



Summary

1. Special Education, is the education provided to children with certain disabilities.
2. To provide suitable education, usually disabled children are enrolled in special schools but efforts are made to integrate children with moderate disabilities into normal schools.
3. In normal schools, where education of the disabled children is integrated, the teachers role is of great importance.
4. The teacher has to identify the disability and make appropriate curriculum adaptation in the classroom, provide extra gadgets as per the requirement of the children.
5. Different types of disability are
 1. Visual
 2. Hearing
6. Physical
7. Emotional
8. Mentally Retarded
 1. Children with Health problem
9. Learning disability



Reflection

OBSERVE AND REFLECT

1. Visit a special school & an IED school to know how the school is organised
2. Identify the resource support DIET can provide in IED
3. See the Hindi films “Black” and “Taare Zameen Par”

Useful Web links

[Inclusive Education\[1\]](#)

[UNESCO on Inclusive Education\[2\]](#)

[Inclusive Classroom\[3\]](#)

[Respond Effectively to Inclusion\[4\]](#)

Useful Videos

Following videos would help you in:

- [how to go about with autistic children\[5\]](#)
- [Using Play Boxes\[6\]}](#)



CRITICAL PEDAGOGY

We know the term pedagogy. But what do we mean by Critical Pedagogy?



Overview



Critical pedagogy is a teaching approach which attempts to help students question and challenge domination, and the beliefs and practices that dominate. In other words, it is a theory and practice of helping students achieve critical consciousness.



Definition

Critical pedagogue Ira Shor defines critical pedagogy as

Habits of thought, reading, writing, and speaking which go beneath surface meaning, first impressions, dominant myths, official pronouncements, traditional clichés, received wisdom, and mere opinions, to understand the deep meaning, root causes, social context, ideology, and personal consequences of any action, event, object, process, organization, experience, text, subject matter, policy, mass media, or discourse. (Empowering Education, 129)

Critical Pedagogy in the Context of School

In this tradition the teacher works to lead students to question ideologies and practices that the students themselves consider oppressive (including those at school), and encourage liberatory collective and individual responses to the actual conditions of their own lives.

The student often begins as a member of the group or process (including religion, national identity, cultural norms, or expected roles) he or she is critically studying. After the student reaches the point of revelation (received wisdom) where he or she begins to view present society as deeply problematic, the next behavior encouraged is sharing this knowledge, paired with an attempt to change the oppressive nature of the society.



Activity

Make a list of ideologies and practices in your district that would justify critical pedagogy in the school context



Portfolio Activity

Read this write-up [\[1\]](#) on critical pedagogy and identify five implications of it to

1. school education and
2. teacher education.

You may also like to visit this site: [\[2\]Pedagogy of the Oppressed-A Review](#)



CONSTRUCTIVISM

You may like to perform the following activity.



Activity

Define a bottle.

Please hold the bottle in your hand and define it again.

Find the difference of your first definition with the second one.

The first one is expression of the learnt knowledge and the second one is the knowledge of your own experience. This experiential knowledge is knowledge construction.



Activity

"Knowledge is only perception". Socrates (470-399 B.C.)


Socrates liked to work with students. His approach essentially consisted of leading them through a series of questions in order to promote critical thinking. On one occasion, the philosopher purportedly led a group of students to a difficult conclusion through his Socratic method. Socrates then pointed out that, since he had reported no facts, the students must have known the conclusion all along. Socrates is not generally associated with constructivist philosophy. Nonetheless, this anecdote highlights the fact that discussions which link epistemology and learning have been taking place for thousands of years.

From the perspective of psychology, epistemology considers the genesis and the nature of knowledge and includes learning (Ernest, 1995). Knowledge, its nature and how we come to know, are essential considerations for constructivists. Von Glasersfeld describes constructivism as a "theory of knowledge with roots in philosophy, psychology and cybernetics" (p.162). In the constructivist perspective, knowledge is constructed by the individual through his interactions with his environment. How we perceive knowledge and the process of coming to know provides the basis for educational practice. If we believe that learners passively receive information then priority in instruction will be on knowledge

transmission. If, on the other hand, we believe that learners actively construct knowledge in their attempts to make sense of their world, then learning will likely emphasize the development of meaning and understanding. Constructivists generally claim that knowledge is not discovered and that the ideas teachers teach do not correspond to an objective reality. While the preceding paragraphs provide a seemingly simple explanation of constructivism and its relation to educational practice, the pages in this site will illustrate that the link between the philosophy, on one hand, and educational practice, on the other.

Reading

Below is the site of a Constructivist notes of lesson as an example. You may like to visit the site. **Designing Constructivist Lesson plan**



Activity

Read this chapter from [the National Curriculum Framework](#) and answer the following:

1. What are the characteristics of a constructivist pedagogy?
2. What are the characteristics of a constructivist teacher?

[1]**Chapter 2 : NCF - 2005**

You may like to see these videos on

1. **An Introduction to Constructivism**[2]
2. **The Conflict of Learning Theories with Human Nature**[3]
3. **Instruction for developing schemas**[4]
4. **Constructivist learning event**[5]
5. **Naturalistic or Constructivist Inquiry**[6]



MULTI-GRADE/MULTI LEVEL TEACHING

This section deals with one of the most pervading contexts of school education, you would be required to work with.



Activity

A teacher wrote to you as follows....

Being a single teacher of an LPS I have come to you for guidance in conducting the classes simultaneously for all the children of 1 to 3rd standards.

Sir/Madam please give me in writing how to achieve competencies prescribed for these classes.

Multigrade teaching of primary school In Karnataka India refers to teaching more than a class at the same time.



Web Resources

[1] MULTIGRADE TEACHING IN PRIMARY SCHOOLS

[2] Multi-grade teaching - A review of research and practice

- **A study report on multigrade teaching in Shimoga**



Reading

Study this material prepared by the Department as *Bahumukhi*.

- **Preliminary Pages of Bahumukhi**
- **Preliminary Pages of Bahumukhi- II and III Standard**
- **Time Table of Bahumukhi**



STATE AND CENTRAL SCHEMES

Let Us Know About Stat and Central Schemes



Overview

The state and Central Governments have been introducing schemes which emphasise the policy focus of the governments on issues and concerns of education. Information on several schemes of the Government of India are available in this site of **SSA** [1]

The Government of India has approved a new scheme called Kasturba Gandhi Balika Vidyalaya (KGBV) for setting up upto 750 residential schools with boarding facilities at elementary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas. For an understanding of this scheme, read this *Guidelines for implementation of Kasturba Gandhi Balika Vidyalaya (KGBV)*[2]

Mahila Samakhya Programme, views empowerment of women as a critical precondition for the participation of women and girls in the education process. The principal strategy identified for ensuring women's participation in this scheme is through mobilising and organising them into sanghas (collectives). You would obtain a clear understanding of this scheme at the site of *Mahila Samakhya* [3]



An Adopted School in Udupi

Mid Day Meal in schools has had a long history in India. In 1925, a Mid Day Meal Programme was introduced for disadvantaged children in Madras Municipal Corporation. By the mid 1980s three States viz. Gujarat, Kerala and Tamil Nadu and the UT of Pondicherry had universalized a cooked Mid Day Meal Programme with their own resources for children studying at the primary stage. Mid Day Meal was also being provided to children in Tribal Areas in some States like Madhya Pradesh and Orissa. By 1990-91 the number of States implementing the mid day meal programme with their own resources on a universal or a large scale had increased to twelve, namely, Goa, Gujarat, Kerala, Madhya Pradesh, Maharashtra, Meghalaya,

Mizoram, Nagaland, Sikkim, Tamil Nadu, Tripura and Uttar Pradesh. In another three States, namely Karnataka, Orissa and West Bengal, the programme was being implemented with State resources in combination with international assistance. Another two States, namely Andhra Pradesh and Rajasthan were implementing the programme entirely with international assistance.

For a proper understanding of this scheme, you may visit this site of Department of School Education and Literacy [4]



Activity

Visit the site on *School Adoption Schem* [5]

- State the Objectives and Scope of Adoption in the **School Adoption Scheme**



Discussion

Visit the DSERT site given here [6]. Study the following **Quality Initiatives** of the State of Karnataka.

1. Which of these do you have direct experience of dealing with?
2. Find out at least one linkage of the initiatives with DIET.
3. Is there any scheme, which is not linked to DIET? Why is it so?



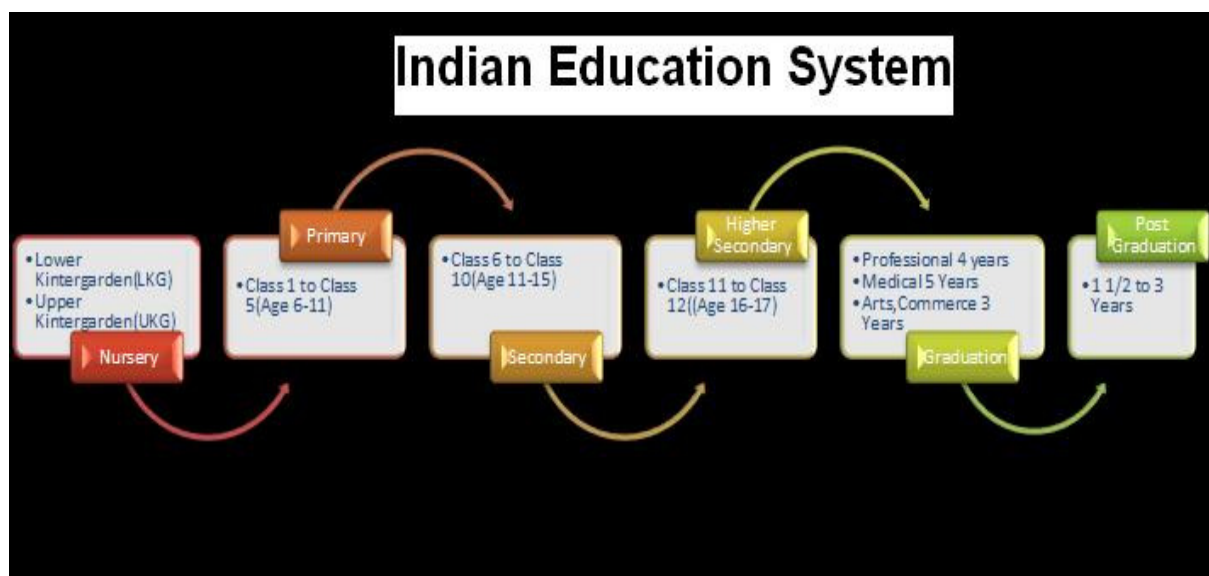
NATIONAL POLICIES

What are Our National Policies?



Overview

India is a vast country with varied cultures and hundreds of languages. The aspirations of people of such a vast country too are likely to be highly varied. Under such circumstances it becomes difficult to sustain the integrity of the nation and ensure that the nation as a whole is moving towards progress.



One of the factors that helps in maintaining the integrity of the nation is education. The country progresses as the people living in it are educated. So it becomes very important for us to frame policies that reflect a vision for the country. Ever since 1947 we have been trying to design a national curriculum which reflects the aspirations of the country as a whole and also reflects a philosophy of education that suits the learning needs of every child. In this regard several commissions were set up for designing a national curriculum. It is important for us to know the history of such efforts. We need to know at what point of time, what type of practices were recommended and so on.



Reading



In this section you will have an opportunity to read about different Education Commissions and also the National Policies brought out from time to time. With this understanding, it is hoped, you will be able to place the present system in a continuum of reforms and understand the needs of the future.

- COMMITTEES AND COMMISSIONS APPOINTED BY THE GOVERNMENTS OF INDIA[1]
- REPORT OF THE EDUCATION COMMISSION, 1964-66 (EDUCATION & NATIONAL DEVELOPMENT.)[2]
- NATIONAL POLICY ON EDUCATION -1986, MAY -1986[3]
- National Curriculum Framework for School Education (NCERT, November 2000)[4]
- NATIONAL CURRICULUM FRAMEWORK - 2005[5]
- Position Papers of National Focus Groups[6]

For more information on National Policies you can go thorough the above sources.



Activity

1. Find out the main differences in the recommendations of National Curriculum Framework 2000 and the National Curriculum Framework - 2005.
2. List 10 recommendations with regard to school education from NEP 1986 and NCF 2000 and NCF 2005
3. Visit this site of Wikipedia and find out the major initiatives in education by the Government of India

http://en.wikipedia.org/wiki/Education_in_India



RIGHT TO INFORMATION, CITIZEN'S CHARTER

Let Us Know About Right to Information, Citizen's Charter

Introduction

Indian constitution makes the provision for the public servants. It does not call as government servant. Thus Every public (Government) servant is required to work to the expectations of general public. There should be transparency in working and functioning of a Government office. We are obligatory and accountable to the beneficiaries in our job. The job chart of every government servant should be made known to the public. Keeping these points in mind answer the following questions.

1. Do you know about the right to information act?
2. Do you think it is necessary to allow access to the general public to all the information available with the various departments of the government?
3. What would be the implications of such a facility?
4. Why should information be made freely available to all?
5. Have you ever found yourself in a situation wherein you needed some information from a government office and you could not get it?
6. What did you do then?
7. Do you think it would have been better if you were given direct access to that information?
8. Think of all these questions.

Now please open the following website and read the right to information act. You can come back to this page after reading the Act.

- <http://persmin.nic.in/RTI/WelcomeRTI.htm>
- <http://www.ksphc.org/right-to-information.htm>
- <http://www.schooleducation.kar.nic.in/pdf/CitizensCharter.pdf>

Reflect

1. What do you think of the RIA now?
2. In what way is it useful to the general public?
3. Will it curtail your freedom in the department?
4. In what way are you going to be affected by this?
5. What actions will you take to implement right to information act in your institution?



Activity

Talk to three or four of your colleagues about RIA. Talk to some members of the community about RIA. Collect their opinion and compare them with your views. You can prepare a write up and send it to the following address.

1. tkrkes@zapak.com
2. harivana@gmail.com



DEALING WITH LEGAL MATTER



Activity

Activity:1 There has been a mistake in the construction of a school building. You have been assigned with the responsibility of preparing a preliminary report on the dereliction of the duty by the HM. Take a paper sheet and write the procedure from visiting the school up to the Submission of this report.

1. Discuss with your colleagues about
 - Preparation of Preliminary enquiry report.
 - Preparing report as an enquiry officer.
 - Preparing a statement as presenting officer in an enquiry.
 - Preparing the report of charges as per CCA 1957 rules.

Activity: 2 Read the following text and discuss with your colleagues. Contribute your views



Reading

*Shukracharya the teacher and mentor of demons of Hindu mythology can be called as a great manager and administrator. Gods and dieties who are the followers of rules and regulators can be maintained by Bruhaspathi the teacher of them. But demons who never controlled their anger and habitual breakers of law have been managed by Shukracharya for a life time. His Shukraneethi saara mentions following points for administrators *Provide all the facilities for the employee first.*

- Guide and train the employee about the service and method
- Warn when the mistake is committed
- For a mistake with intention punish - But punishment must for the deed and not for the person. Punishment must also be equilent to the crime committed.



Web Resources

For more information

1. www.schooleducation.kar.nic.in/pdffiles/TI02.pdf
2. www.schooleducation.kar.nic.in/pdffiles/TI02.pdf
3. www.kar.nic.in/finance/pension/52cpp-may-cir.pdf



ALTERNATIVE SCHOOLING



Activity

Discuss the following points with your colleagues and write your considered views.

1. Out of school children need to go to the EGS school, or the Tent School or Chinnara Angala. Do you think that when regulars go to formal school, Is it appropriate in the context of Education as a Fundamental Right?
2. Children with poor background can work in the day time and go to the school at night. Is it right for these children?
3. Do you suggest any alternative ways of schooling for the out of school children?



Overview



Studies on the Non-Formal Education scheme have pointed out the lack of flexibility which impedes effective implementation of bringing the children to main stream. Thus efforts to provide for a diversity of interventions have been made in such as setting up of Education Guarantee Schools, Alternative Schooling facilities, Balika Shikshan Shivar, 'Back to School' camps, Education Guarantee Scheme and Alternative and Innovative Education etc.



NGO INITIATIVES IN EDUCATION IN KARNATAKA

Non Government Organisations have been collaborating with the efforts of the department in providing quality education. There are many NGOs which interact closely with the local communities and shape their attitudes. Each of these NGOs has its own philosophy and vision. YOU will notice that according to their vision they take up tasks related to different areas of educational development. We have given you a list of links to know more about NGOs and their functioning in Karnataka. Please go through each of the sites there and find out for yourself the objectives of these different NGOs.



Activity

Browse through the following links and list the NGOs that are closely associated with the programmes of the department of education. Note down the nature of their partnership with the department.



Web Resources

Find out from the respective websites of the NGOs their special initiatives for enhancing the quality of education in Karnataka.

- <http://www.karnataka.com/ngos/education.html>
- <http://www.prajayatna.in/>
- <http://www.karnataka.com/education/>
- <http://www-wds.worldbank.org/>



KARNATAKA EDUCATION ACT

The Karnataka Education Act 1995

This section intends to help you know about the Karnataka Education Act



Activity

What do you expect from a school?

Fill this sheet, share the expectations with your friends.

Find that your expectations are also the expectations of the state.



Overview

Every rule or the act basically we derive from constitutions which once again exist on the theory of natural justice.

The state needs broad governing principles to work within the ambit of a prescribed political structure, in our system it is the constitution of India. But as the constitution provides broad aims and the outlay in terms of articles, we need particular guidelines for every article for the implementation. Thus every state prepares the state-specific acts and rules for the implementation. Education system is also one of the subjects which has state-specific structure.

Act is to provide for better organization, development, discipline and control of the educational institutions in the state.



Portfolio Activity

Answer these ?s

Please guide me to open a Primary school.

If there is a primary school With storied building how do you guide us to ensure children safety? Refer article 10 of Karnataka Education act 1995. *For more information please go to following site.*

[1]Karnataka Act No.1 of 1995



EDUCATION FOR SUSTAINABLE DEVELOPMENT



EDUCATION FOR SUSTAINABLE DEVELOPMENT

Introduction

Education encompasses teaching and learning specific skills, imparting of knowledge, positive judgment and well developed wisdom. It has one of its fundamental aspects of imparting culture from generation to generation. It is an application of pedagogy, a body of theoretical and applied research related to teaching and learning. The basic aim of the education system for sustainable development is 'education of a new man', 'a man of a sustainable type of thinking' a man of Cosmo-planetary consciousness with a holistic world outlook, who has a culture of sustainability, high socio-cultural needs and deep moral ethical values, who is capable to solve global tasks facing by the mankind and to promote the forming of sustainable society.

Education in its contemporary development should be aimed at the future, should “foresee” and form in a certain way and satisfy needs of future generations of people. That means that education should be anticipatory to social, economic and cultural life, it should form desirable sustainable future. But such ideas could not be realized in old organizational forms of education system. We need new organizational forms and educational institutions mobile, synergetic, creative, future-oriented- which could provide the implementation of new objectives and new historical functions of education. For that it is necessary that all spheres of life of society be incorporated whenever possible upon the principles of sustainable development. “Education is critical for promoting sustainable development and improving the capacity of people to address environment and development issues...It is critical for achieving environmental and ethical awareness, values and attitudes, skills and behavior consistent with sustainable development and for effective public participation in decision making” (Chapter 36 of Agenda 21, Rio Declaration 1992).

NEED FOR SUSTAINABLE DEVELOPMENT

Sustainable Development is a complex concept with its origin in the natural and social Sciences that has been developed through international dialogue in response to the challenges facing the world today. According to Brundtland Commission (1987), Sustainable Development is “development which meets the needs of the present without compromising the ability of future generations to meet their own needs”.

A core principle behind sustainable development is the idea that economic, social and environmental conditions play a major role. ESD has five components; knowledge, skills, perspectives, values and teaching issues which are to be addressed in a formal curriculum for sustainable development.

The Johannesburg World Summit on Sustainable Development (WSSD, 2000), proposed the Decade of Education for sustainable Development (DESD). It considers the year 2005-2014 as the United Nations Decade for Education for Sustainable Development (UNDESD). The basic vision of the DESD is a world where everyone has the opportunity to benefit from education and learn the values, behavior and life styles required for a sustainable future and for positive societal transformation. Some of the proposed DESD objectives are to facilitate links and networking, exchange and interaction among stakeholders in ESD; provide a space and opportunity for refining and promoting the vision of, and transition to sustainable development through all forms of learning and public awareness; foster increased quality of teaching and learning in education for sustainable development; develop strategies at every level to strengthen capacity in ESD. The decade provides an opportunity for countries to define for themselves the kind of path they wish to follow. There is no universal model of education for sustainable development. While there will be overall agreement on the concept, there will be nuance differences according to local contexts, priorities and approaches. Each country has to define its own priorities and actions.

The principles that were identified in the Tsibili conference (1977) stated that Environmental education should consider the environment in its totality, be a continuous life-long process, beginning at the pre-school level and continuing through all formal and non-formal stages; Be inter-disciplinary in approach; Examine major environmental issues for local, national, regional and international points of view, so that students receive insights into environmental conditions in other geographical areas, Focus on current and potential environmental situations while taking into account the historical perspective; Promote the value and necessity of local, national and international co-operation in prevention and solution of environmental problems; Enable learners to have a role in planning their learning experiences and provide an opportunity for making decisions and accepting their consequences; Relate environmental sensitivity, knowledge, problem solving skills and value clarification to every age but with special emphasis on environmental sensitivity to the learner's own community in early years; Help learners discover the symptoms and real cause of environmental problems; Emphasize the complexity of environmental problems and thus the need to develop critical thinking and problem solving skills; Utilize diverse learning environments and a broad array of educational approaches to teaching/ learning about and from the environment with due stress on practical activities and first hand experience.

ESD IN SCHOOL CURRICULUM

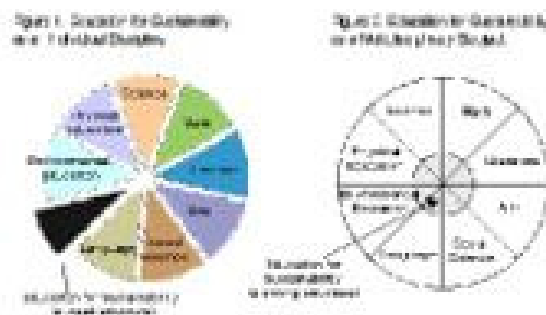
In India, since the mid 1980s efforts have been on to bring Environmental education (EE) in formal education at all levels. In 2003, the Honorable Supreme court of India directed that EE should be a compulsory subject at all levels of education. It further directed that the NCERT should prepare a model syllabus for class I to XII, which shall be adopted by every state in their respective schools

If government officials or school district administrators are unaware of the linkage between Education and Sustainable development, re-orienting education to attain sustainable development will not occur. When people realize that education can improve the likelihood of implementing national policies, regional land and resource management programs, then education is in a position to be reoriented to help achieve sustainability. This awareness forms the first step in the reorienting process. Thus the importance of ESD must reach beyond the delegations and permeate the educational community and general public.

Pacific Education for sustainable development framework (2006) have identified a priority area in formal education and training which focused on structured learning initiatives for improved knowledge and understanding to support implementation of sustainable practices where the objectives of promoting quality education in all member countries was given focus. It will be through development of education policies and strategies research and development of innovative models and resources that support ESD in pacific contexts, inclusion of learning outcomes that focus on sustainability, development of strategies to assess student understanding of sustainability, development and identification of appropriate ESD resources to support this priority area using appropriate information and communication technology tools

Since ESD involves a comprehensive approach to educational reform, it should extend beyond the boundaries of individual school subjects and requires the attention of teachers, educational administrators, planners and curriculum agencies. Integrating the objectives, concepts and learning experiences of education for a sustainable future into syllabuses and teaching programmes is an important part of such reform, indeed: “A basic premise of education for sustainability is that just as there is a wholeness and interdependence to life in all its forms, so must there be a unity and wholeness to efforts to understand it and ensure its continuation. This calls for both interdisciplinary inquiry and action. It does not, of course, imply an end to work within traditional disciplines. A disciplinary focus is often helpful, even necessary, in allowing the depth of inquiry needed for major breakthroughs and discoveries”

Source: UNESCO (1997) Educating for a Sustainable Future: A Transdisciplinary Vision for Concerted Action, paragraph 89.



Inclusion of materials and experiences to develop a conceptual understanding of the phenomenon of change and the problems related to Sustainable development and to develop minds that cope with change and reasonable techniques for doing so is required. Content and outcomes needs to be in tune with the social and cultural realities of the times. Orientation to

cultural and social realities also involves value bearing concepts and experiences which encourage examination of value and value conflicts. Hence ESD should be incorporated in the entire curriculum starting from pre-schooling to higher education which should be transacted in a meaningful manner.